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mathematics, industrial training, and means of expression. In Part IV there are several suggestions about the atmosphere of the school room. Method is here discussed at some length in a most sensible and helpful way. No part of the book is more in accord with modern ideas than the brief chapter devoted to the school as an environment. Those interested in child study will find the work as a whole especially suggestive, inasmuch as the method of the experiment consisted in putting the child in the proper environment. Much of the child-study work now carried on consists in studying the children under whatever environment they may happen to have. Unquestionably the effect of proper environment on children and their conduct while in such an environment is a subject of the greatest importance. The point of difficulty is, of course, what constitutes a proper environment. Part of the matter in the book has already been printed, mainly in the *Popular Science Monthly*, and not a few progressive teachers are already acquainted with the essential features of the experiment. They will be glad to have the full account of the whole experiment in this concise and clear form. The book is of a kind of which more are needed. It marks a tendency in pedagogical discussion toward dealing with the concrete and practical which it is hoped will become predominant in all our educational writings. It would be difficult to imagine a more helpful and practical piece of work than the author has given us in this monograph.

C. H. THURBER

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*Constructive Rhetoric.*—By EDWARD EVERETT HALE, JR., Professor of Rhetoric and Logic in Union College. New York: Henry Holt & Co. 1896. Pp. xiv + 352.

THIS treatise is intended as a text-book for college students. In common with many recent writers in this field, the author of *Constructive Rhetoric* aims to get more actual writing from the student. But he has also the further purpose of stimulating study and discussion of the theory of writing. In his note to teachers, he says: "But besides the writing itself, indeed making the writing itself easier and better, there is another important matter, and that is the standpoint. The aim of this book is not only to offer a system of practice which should go along in a practical and productive order. It aims to put the whole matter in the right light. One's writing is a good deal helped by

much thinking over these things. I have tried here to set down or suggest enough to give basis for class-room talk and discussion that will prove fruitful." This is the real element of value in Professor Hale's book. As a result of the vigorous agitation of recent years for the better teaching of English, most academies and high schools are now giving more attention to this important subject. Men are entering college who for several years have been at work on English composition in a practical way. In most cases the style of these writers can yet be much improved; but to put such men through a course of mere English writing alone, with criticism and correction of errors, is, as they see it, further to enlarge on their college preparatory work. Dissatisfaction will probably result, with consequent lack of interest. But this condition may be changed to one of genuine ambition by taking up, along with the writing, the theory of rhetorical composition.

The author divides his treatise into six parts. In the first part he discusses the kinds of composition: narration, description, and exposition; in the second, the paragraph; in the third, the vocabulary; in the fourth, figure and illustration; in the fifth, the sentence; in the sixth, argumentation. This order of treatment is unusual, and we look with interest for the principle which determined such a method. The position of each subject in this order, and the amount and importance of the discussion allotted to each, is determined by its availability for the application of the constructive method of development. Thus the most natural and the most available kinds of composition, narration, and description, receive the first place in this order. The development of the vocabulary as a constructive exercise is not regarded as of first importance. Says the author: "We have so far put two other matters before this question of diction. The power of conceiving a subject and the power of arranging it for presentation, and in a general way of presenting it—these seemed to us to be things of prior importance, to be the things which one wanted before anything else."

So of the sentence: "The reason that I have postponed to a minor place, at the back of the book, a matter so important as sentence structure, is that the sentence is something in which constructive work is of very doubtful value." If Professor Hale's work is criticised on any one point, it will probably be on its order and importance of treatment of the various subjects included in the work. The author can probably maintain his position so far as figures and the sentence

are concerned. But diction would seem to be of sufficient importance, even for constructive work, to merit a more prominent place in any rhetorical scheme. This is seen even more clearly after reading Professor Hale's admirable discussion of the subject—a discussion which includes such themes as The Origin, Structure, and Grammatical Functions of English Words, the Grouping and Discrimination of Synonyms, the Characteristics of Good Usage, Barbarisms, Improperities, Solecisms. The value of such work to the average college underclassman can scarcely be overestimated.

The chapter on argumentation seems at first sight to be unnecessarily separated from that on the other kinds of discourse. In classroom work, however, this might prove of some advantage.

The book is enriched by a wealth of quotation from the best English writers. These quotations are to the point, and are well selected; they are not printed in footnotes, nor in small type, but are included in the body of the text, where many of them may easily be fixed in memory. There is a good index, and the typography and other mechanical features are satisfactory.

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*How to Read Aloud.* By S. H. CLARK. Published by the author.  
The University of Chicago, Chicago, Ill.

"HOW TO READ ALOUD" is the startling title of a book insignificant in size, but in suggestion worth whole tomes of what has hitherto been written upon this much abused, ill taught subject.

The book aims only to give a hint, a suggestion, to start a train of thought, to be a whisper in the ear, an impulse to the soul, and what more does the earnest, sensible, well-equipped teacher need, and of what use are any helps, laws, or instruction to those who do not know and never will know how to teach? He who truly tells us how to read aloud is a philosopher, and it is only for us to accept, to study, and to practice that philosophy, to know how to read aloud ourselves and to teach others to do the same.

The author does not profess to reveal any strange truths, to unfold to our gaze the inner workings of any patent scheme. His is not a new philosophy. It is as old as the human voice, yes, as old as the voice of nature, heard in the rustling leaf, the babbling brook, or the breaking waves of a restless sea; but if one will but follow this little